

# 2021北京东城初三二模

## 英 语

2021.6

学校\_\_\_\_\_ 班级\_\_\_\_\_ 姓名\_\_\_\_\_ 教育ID号\_\_\_\_\_

考 生 须 知	1.本试卷共10页,共五道大题,39道小题,满分60分,考试时间90分钟。 2.在试卷和答题卡上准确填写学校、班级、姓名和教育ID号。 3.试题答案一律填涂或书写在答题卡上,在试卷上作答无效。 4.在答题卡上,选择题用2B铅笔作答,其他试题用黑色字迹签字笔作答。 5.考试结束后,请将答题卡交回。
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知识运用 (共14分)

### 一、单项填空 (共6分,每小题0.5分)

从下面各题所给的A、B、C、D四个选项中,选择可以填入空白处的最佳选项。

1. —Is this book Betty's?

—No, it's not \_\_\_\_\_. It's Ann's.

- A. mine                      B. hers                      C. yours                      D. his

2. —Happy birthday, Lily! I have got a present \_\_\_\_\_ you.

—Thank you so much.

- A. for                      B. of                      C. to                      D. from

3. We must work together as a team, \_\_\_\_\_ we won't finish the task.

- A. and                      B. but                      C. or                      D. so

4. —\_\_\_\_\_ do you play basketball with your friends?

—Twice a week.

- A. How often                      B. How much                      C. How soon                      D. How long

5. Jason is good at running. He \_\_\_\_\_ run 100 meters in 11 seconds.

- A. must                      B. should                      C. need                      D. can

6. Tom came to school \_\_\_\_\_ than usual today.

- A. early                      B. earlier                      C. earliest                      D. the earliest

7. —I \_\_\_\_\_ a book report now. Can I talk to you later?

—No problem.

- A. write                      B. wrote                      C. am writing                      D. was writing

8. —Shall we go to the museum tomorrow?

—I'd love to, but I'm afraid I can't. I \_\_\_\_ my grandparents.

- A. visit                      B. visited                      C. have visited                      D. will visit

9. My friend David and I \_\_\_\_ in touch since he moved to Shanghai.

- A. keep                      B. kept                      C. have kept                      D. will keep

10. When I walked into the classroom yesterday, everyone \_\_\_\_.

- A. has studied                      B. was studying                      C. studied                      D. studies

11. —This car looks old.

—Look at the sign. It says the car \_\_\_\_ in 1975.

- A. makes                      B. made                      C. is made                      D. was made

12. —Do you know \_\_\_\_?

—At 12: 30 every weekday.

- A. when the school library opens  
B. when the school library opened  
C. when did the school library open  
D. when does the school library open

## 二、完形填空（共8分，每小题1分）

阅读下面的短文，掌握其大意，然后从短文后各题所给的A、B、C、D四个选项中，选择最佳选项。

At six years old, I dreamed of becoming an artist. My mom knew this, so she gave me some 13. They quickly became my treasure.

Unfortunately, Emily, my little sister, thought they were very good, too. For three days, she would ask to play with my markers. Finally, she 14 asking, and I was able to leave them in my room when I went to school, certain that she wouldn't enter my room.

But when I got home from school, I saw my markers weren't where I had left them. My rainbow-colored treasures were gone!

I 15 the house for Emily, thinking that she might have something to do with their disappearance. I found her in the basement and she was drawing something with my markers. I started 16 at her, grabbed (抓起) the markers—at least the ones I could reach—and ran back up to my room, shutting the door with a loud noise behind me. I sat there for at least half an hour.

17, I heard Emily's footsteps coming up the stairs. I noticed a folded (折叠的) piece of paper being pushed under the door.

Once it reached my side of the door, I picked it up. As I read the words written on the cover, my 18 quickly disappeared, and tears began to well up in my eyes. On the front of the paper in rainbow colors were the words "Best Sister". Inside was a picture Emily had drawn of herself offering me a late birthday gift.

Emily used my markers to make something 19 for me. It made me realize the greatest 20 of all is the love you have for your family—and the love they have for you.

I opened the door, reached out to Emily and gave her a big hug.

- |                    |             |               |              |
|--------------------|-------------|---------------|--------------|
| 13. A. brushes     | B. erasers  | C. markers    | D. crayons   |
| 14. A. stopped     | B. hated    | C. regretted  | D. risked    |
| 15. A. cleaned     | B. left     | C. opened     | D. searched  |
| 16. A. shouting    | B. laughing | C. nodding    | D. waving    |
| 17. A. Immediately | B. Finally  | C. Luckily    | D. Naturally |
| 18. A. fear        | B. worry    | C. anger      | D. confusion |
| 19. A. funny       | B. useful   | C. popular    | D. special   |
| 20. A. surprise    | B. treasure | C. attraction | D. success   |

阅读理解 (共36分)

三、阅读下列短文，根据短文内容，从短文后各题所给的A、B、C、D四个选项中选择最佳选项。(共26分，每小题2分)

A

Our magazine is asking students to nominate (推荐) their teachers for Teacher of the Week! Here are four nominated teachers.



Name: Mrs. Corcoran

School: Boxgrove Primary School, Surrey

I love Mrs. Corcoran's teaching style! If we don't understand something, she will explain it again in a different way. This makes us feel confident to try our best. She once said, "When you listen to others, they will listen to you." This helps the class to respect each other.

—George



Name: Ms. Tymkin

School: Hunter Magnet Elementary

Ms. Tymkin is nice to all her students. She makes everyone feel special. She is also a national coach ambassador (大使) for Girls on the Run and she uses that platform to help many girls in her community become strong and successful. I will always remember the influence she had on my life!

—Josie



Name: Mr. McHale

School: Cascadia Elementary

Mr. McHale is super funny. He keeps us happy by telling jokes and playing the guitar. He is always willing to help anywhere—at school, on the playground, and on the computer. He is my favorite teacher

so far. Plus, he has a really cute dog.

—Ashlynn



Name: Mr. Bass

School: Sky View Elementary

Mr. Bass teaches social studies. He never fails to recognize students who are putting in hard work every day. As long as you are working hard, your grade will show that. For remote (远程的) learning, he gives us great activities to do that require deep research.

—Abbey

21. Who nominated Mrs. Corcoran for Teacher of the Week?

- A. Ashlynn.                      B. George.                      C. Josie.                      D. Abbey

22. What is Ms. Tymkin like?

- A. Kind.                      B. Funny.                      C. Patient.                      D. Smart.

23. Mr. McHale was nominated for Teacher of the Week because \_\_\_\_.

- A. he coaches his students in running  
B. he values the students who study hard  
C. he guides his students to respect each other  
D. he is helpful and often keeps his students happy

B

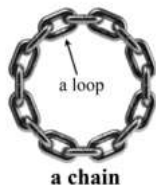
Kellan was coaching one of the beginning soccer teams—the Falcons. It was their first practice.

“Angela, you're supposed to be guarding the net!” Kellan called out.

“But I'm making a flower chain for you,” the girl replied.

A few moments later, Angela ran off the field to present Kellan with her gift. Angela's teammate Jason, meanwhile, was following the slow-movement of a caterpillar (毛毛虫) in the middle of the field, while another player, Rory, was playing in a near-by pond of rainwater.

After the practice, Kellan felt really tired, as if she had run a marathon.



a chain

When she arrived home, Kellan threw herself on the couch and thought carefully about the practice. The players ran in a hundred different directions. They didn't recognize each other's strengths and had no idea how to work together. As she touched the flower chain still hanging around her neck, an idea slowly started taking shape in her mind.

The next day, Kellan called for her players to gather around and took out a picture. The picture showed the loops of a big chain, and each loop had a team member's name as well as a talent written on it.

“This picture shows one way each person can help our team,” Kellan began explaining. “For example, Rory has fast speed, and Jason has sharp eyes for watching the ball.” Kellan noticed how everyone in the group slowly changed, sitting up taller and smiling as she mentioned their names and skills.

“What will happen if one loop is missing?” asked Kellan.

“The chain will fall apart, and it won't be a chain anymore,” Angela replied.

“Exactly!” Kellan said. “In order to be a team, we need everyone to work together, like loops in a chain. It won't be easy, but I want every person to try.”

Her players still struggled with their practice, but, for the first time, they tried to help each other. It was a start. Kellan felt a sense of satisfaction as she waved good-bye to her team at the end of the practice.

24. What was Angela doing when Kellan first coached the Falcons?

- A. She was guarding the net.                      B. She was playing with water.  
C. She was making a flower chain.            D. She was watching a caterpillar.

25. Why did the players slowly change as Kellan mentioned their names and skills?

- A. Because everyone realized their own importance.  
B. Because they wanted to share their thoughts.  
C. Because they knew they would have big fun.  
D. Because everyone did well in the practice.

26. By showing the picture of a chain, Kellan wanted the kids to understand\_\_\_\_\_.

- A. the value of winning                              B. the purpose of practice  
C. the importance of trying                        D. the power of teamwork

C

Kyle Pahigian is a 10th-grade math teacher. In her class, writing is often used as a learning strategy(策略). Instead of telling her students what a polygon(多边形)is, for example, she will show them a set of polygons and a set of non-polygons, and ask them, “What differences do you see?” Students write down their answers, and then join groups to compare them. “It's really interesting for me to read what they've written. It gives me a window into my students' thinking,” she said.

A recent study shows writing is such a beneficial activity not just in subjects like history and English, but across all subjects. Professor Steve Graham examined 56 studies looking at the benefits of writing in science, social studies, and math and found that writing improved learning across all grade levels. While teachers commonly ask students to write about a topic in order to assess(评价)how well they understand the material, the process of writing also improves students' ability to recall information, make connections between different ideas, and synthesize(合成)information in new ways.

Information is quickly forgotten if it's not reinforced, and writing helps to strengthen students' memories of the material they're learning. Writing also encourages students to process information at a deeper level. “Putting thoughts on paper encourages students to assess different ideas, weigh the importance of each one and consider the order they should be presented in,” Graham writes. By doing so, students may make new connections between ideas, ones they may not have made at the beginning.



Students often believe that they understand a topic, but if they're asked to write it down and explain it, gaps in their understanding may be shown. One effective writing strategy that Graham found was metacognitive prompting(元认知提示), in which students are asked not only to recall information but also to use what they have learned in different situations. For example, instead of simply reading about ecosystems(生态系统) in a textbook, students can write about their own effect on ecosystem by examining how much rubbish their household produces.

Many teachers of different subjects have tried using writing in their classes. Would you like to join them?

27. Why does Kyle Pahigian use writing in her class?

- A. To make her class interesting.
- B. To stress the importance of writing.
- C. To see her students' thinking process.
- D. To help her students find answers quickly.

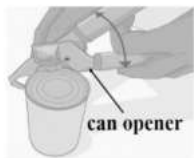
28. What is Paragraph 3 mainly about?

- A. Why writing is effective in improving learning
- B. Why writing is necessary for assessing learning.
- C. How students process information at a deeper level.
- D. How students make new connections between ideas.

29. Why does the writer give an example in Paragraph 4?

- A. To show students prefer writing to reading.
- B. To show students like to write about their own life
- C. To explain metacognitive prompting is a good writing strategy.
- D. To explain using knowledge in different situations is important.

D



“One day my kid didn't know how to use a can opener. I told her we couldn't eat anything until she found out how to use it.” John Roderick shared this story about himself and his 9-year-old daughter recently. It took his daughter six hours to open the can. Though his daughter shouted “I hate you”, Roderick didn't help. Roderick said this sink-or-swim method would let his daughter learn to care for herself.

Too often, it seems that parents are either very strict with kids or endlessly rescuing(救援)them. But there's a middle ground. Parents can keep a close connection with their kids while also encouraging them to be capable(有能力的)and independent.

Patrick Ishizuka, a researcher from Cornell University, reports that some parents these days are fans of “intensive parenting” which is seen as an opportunity to undertake a middle road in parenting. In intensive parenting, “parents are

expected to sign children up for extracurricular(课外的)activities, take part in children's play at home, reason with children, ask questions and encourage children to express their opinions,” said Patrick Ishizuka.

Raising capable kids is a long, gradual process in which parents' willingness to be deeply involved in their kids is really important. However, it isn't hurriedly rushing through a list of life skills before our high-schoolers head off to college, but rather, it's building the skills and confidence that enable our kids to take on the challenges they are going to face.

When our goal is guiding children toward capability and confidence, it's helpful to think of childhood as an apprenticeship(学徒期). “Little by little, with care and guidance, we hand our children life and its problems, challenges and satisfactions,” wrote Rudolf Dreikurs in *Happy Children: A Challenge to Parents*. Instead of doing almost everything for kids or leaving kids to deal with a difficult situation alone, apprenticeship parents continually balance challenge and support for kids. Rather than just changing batteries(电池)for them, we show them how to use the tool and let them have a try. We only step in if our children need a hand. We accept that mistakes are part of the process, and give children more responsibility-while coaching kids through the emotional ups and downs of this growth work. In this way, we patiently help kids grow toward the confidence to do things on their own.

30. John Roderick didn't help his daughter open the can because \_\_\_\_\_.

- A. he expected her to be patient
- B. he wanted her to solve the problem alone
- C. his daughter insisted on doing it by herself
- D. his daughter had a heated argument with him

31. What does “intensive parenting” in Paragraph 3 mean?

- A. Parents allow their kids to grow naturally.
- B. Parents help kids balance their study and play.
- C. Parents are deeply involved in their kids' lives.
- D. Parents try to encourage their kids to be independent.

32. The writer probably agrees that \_\_\_\_\_.

- A. kids must experience ups and downs to grow up
- B. kids need to learn lots of life skills before college
- C. parents should avoid making mistakes when raising kids
- D. parents should guide kids through challenges when necessary

33. Which of the following would be the best title for the passage?

- A. Giving Kids Encouragement or Responsibility?
- B. Apprenticeship Method-a Proper Way to Raise Kids
- C. Sink-or-Swim Method-a Helpful Way to Make Kids Capable
- D. Rescuing Kids Anytime or Leaving Kids Alone to Solve Problems?

四、阅读短文，根据短文内容回答问题。（共10分，每小题2分）

## Do You Feel Like You Belong?

Have you ever been unsure about a situation and looked around the room to see what other students were doing? You might have decided to “go with the crowd” and hide your real feelings or wants. The reason is the natural need to belong and fit in.

A sense of belonging means that people feel accepted, included, or a part of something else. Belonging feels good, but we probably won't realize this until we miss it. Not belonging can be related to feelings of worthlessness, self-doubt and sadness.

If you feel like you do not belong, you are not alone. When some researchers asked students if they recently felt like they belonged at their schools, 29% of them said they didn't feel that way. Feeling no sense of belonging is one of our common emotions and there is nothing wrong with it.

When students feel that they belong, they are more likely to get good grades and perform well in school. A feeling of belonging also positively affects students' ability to perform daily activities and interact(互动)with people around them. It helps you develop positive attitudes toward learning, improves well-being, and improves your confidence in your ability to do well in school. Additionally, a high sense of belonging is related to less bad behavior in school and more positive social relationships.

Building strong and healthy relationships with people in your life will help create a sense of belonging. Young people who feel supported by their friends are more likely to feel like they belong at school. When young people feel liked and cared for by teachers, they are more likely to report feelings of school belonging. Young people with parents who have positive conversations with their kids about school have also been found to feel high levels of school belonging.

Interestingly, you can help with your own sense of belonging as well! Young people who can deal with challenges and stress, have good mental health, see a purpose and value in learning, have a good study habit, feel like they belong at school.

Creating a culture of belonging is something that everyone has a role in.

34. What is a sense of belonging?
35. If a person doesn't have a sense of belonging, what feelings might he or she have?
36. Is it normal for people to feel they don't belong?
37. What is Paragraph 4 mainly about?
38. Who can help young people to belong at school?

书面表达（共10分）

### 五、文段表达（10分）

39. 从下面两个题目中任选一题，根据中文和英文提示，完成一篇不少于50词的文段写作。文中已给出内容不计入总词数。所给提示词语仅供选用。请不要写出你的校名和姓名。

#### 题目①

假如你是李华，你原计划本周日带你校交换生Peter去参观故宫博物院，但因故不能成行。请用英语给他写一封邮件，向他表示歉意，说明原因，并提出弥补的办法。



提示词语: sorry, hurt, next Sunday, ticket

提示问题: ·Why can't you go to the Palace Museum with Peter?

·What will you do to make up for it?

Dear Peter,

Howe are you getting on?

Yours,

Li Hua

题目②

互助是一种美德。它有助于我们互相学习，共同进步。

某英文网站正在开展以“互助”为主题的征文活动。假如你是李华，请用英语写一篇短文投稿，讲述你与朋友互助的经历，以及你的感悟。

提示词语: be good at, notebook, talk, improve, friendship

提示问题: ·How did you and your friend(s) help each other?

·What did you learn from it?

Helping each other benefits both sides.

# 2021北京东城初三二模英语

## 参考答案

### 知识运用

#### 一、单项填空

- |     |      |      |      |
|-----|------|------|------|
| 1.B | 2.A  | 3.C  | 4.A  |
| 5.D | 6.B  | 7.C  | 8.D  |
| 9.C | 10.B | 11.D | 12.A |

#### 二、完形填空

- |      |      |      |      |
|------|------|------|------|
| 13.C | 14.A | 15.D | 16.A |
| 17.B | 18.C | 19.D | 20.B |

### 阅读理解

#### 三、阅读短文，选择最佳选项。

- |      |      |      |      |      |
|------|------|------|------|------|
| 21.B | 22.A | 23.D | 24.C | 25.A |
| 26.D | 27.C | 28.A | 29.C | 30.B |
| 31.C | 32.D | 33.B |      |      |

#### 四、阅读短文，回答问题。

34. People feel accepted, included, or a part of something else.
35. Feelings of worthlessness, self-doubt and sadness.
36. Yes, it is.
37. The importance/benefits of belonging.
38. Their friends, teachers, parents and young people themselves.

### 书面表达

#### 五、文段表达

#### 39.参考范文:

#### 题目①

Dear Peter,

Howe are you getting on? I'm sorry that I can't go to the Palace Museum with you this Sunday. I hurt my foot in the football training yesterday. The doctor told me to rest for a week.

If you still want to visit it with me, what about going next Sunday? Please let me know as soon as possible so that I can book the tickets early.

Yours,

Li Hua

题目②

Helping each other benefits both sides. My friend Nancy and I were in the same study group last term. I was not good at physics, so Nancy lent me her notebook and helped me with my homework. Nancy was afraid of speaking English in class. I tried to talk with her in English as often as I could. I learned that helping each other can improve our weak points and deepen friendship.

## 关于我们

北京高考在线创办于 2014 年，隶属于北京太星网络科技有限公司，是北京地区极具影响力的中学升学服务平台。主营业务涵盖：北京新高考、高中生涯规划、志愿填报、强基计划、综合评价招生和学科竞赛等。

北京高考在线旗下拥有网站门户、微信公众平台等全媒体矩阵生态平台。平台活跃用户 40W+，网站年度流量数千万量级。用户群体立足于北京，辐射全国 31 省市。

北京高考在线平台一直秉承“精益求精、专业严谨”的建设理念，不断探索“K12 教育+互联网+大数据”的运营模式，尝试基于大数据理论为广大中学和家长提供新鲜的高考资讯、专业的高考政策解读、科学的升学规划等，为广大高校、中学和教科研单位提供“衔接和桥梁纽带”作用。

平台自创办以来，为众多重点大学发现和推荐优秀生源，和北京近百所中学达成合作关系，累计举办线上线下升学公益讲座数百场，帮助数十万考生顺利通过考入理想大学，在家长、考生、中学和社会各界具有广泛的口碑影响力

未来，北京高考在线平台将立足于北京新高考改革，基于对北京高考政策研究及北京高校资源优势，更好的服务全国高中家长和学生。



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北京高考资讯